

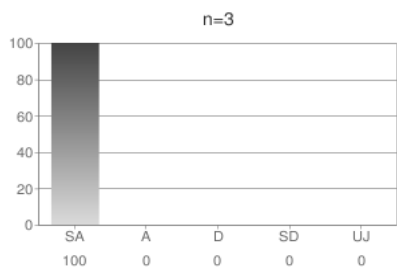
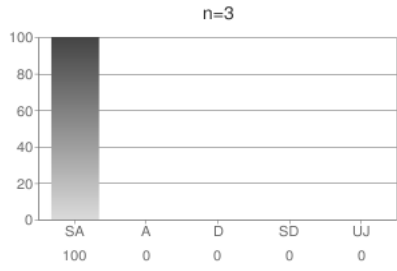
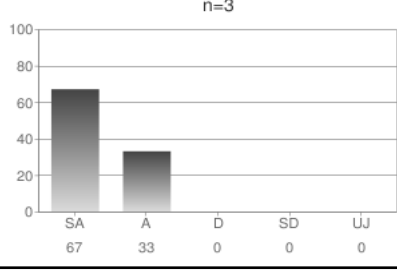
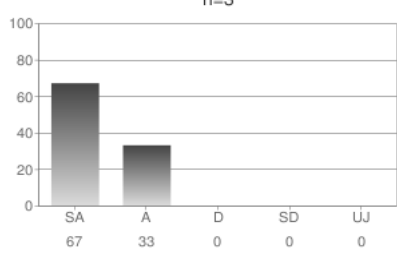
eVALUate Teaching Evaluation Report

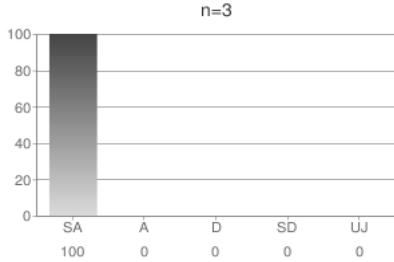
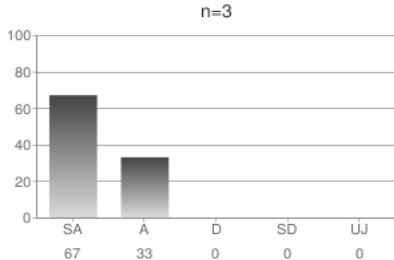
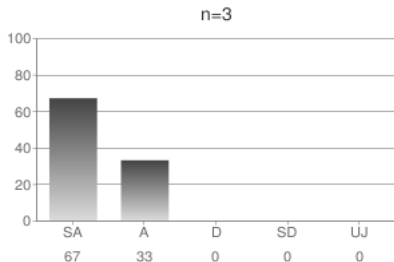
This document is only available to the teacher who requests the evaluation. This report is available when there is more than one student enrolled in the unit (in which the teaching evaluation was requested) and when there were at least two student responses for that teacher within that unit. (This is to preserve student anonymity.)

While it is expected that in the qualitative items, students will only comment on the teaching of the nominated teacher, a student could feasibly name and comment on a different teacher. In this case, the participating teacher (who is the only recipient of this report) is under obligation to treat comments about other staff as confidential. As students were not invited to comment on teachers other than the participating teacher, any comments about non-participating teachers should not be passed on to anyone.

Note: Student feedback which may be considered offensive or defamatory (this includes racist or sexist comments, personal or abusive comments, or allegations of criminal activity) may **NOT** be passed on to any staff member, or any student, by either the Unit Coordinator or Head of School/Faculty. Under no circumstances will a comment be tracked to identify any student.

eVALUate Teaching Evaluation Report
Evaluation period: 2014 Semester 2
Teacher Name: Delan Azabani
Staff ID: 262177E

Unit Name: Unix and C Programming 120		Responses to teaching evaluation survey(n): 3												
Unit Code: 10163		Total Unit Enrolment(N): 145												
Location(s) taught in: Bentley Campus														
eVALUate quantitative items	Frequency Distribution(%) Scale: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree UJ = Unable to Judge	Agreement (%)												
1. Appears knowledgeable in this subject area	 <p>n=3</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>SA</td><td>100</td></tr> <tr><td>A</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>SD</td><td>0</td></tr> <tr><td>UJ</td><td>0</td></tr> </table>	Response	Percentage	SA	100	A	0	D	0	SD	0	UJ	0	100
Response	Percentage													
SA	100													
A	0													
D	0													
SD	0													
UJ	0													
2. Is enthusiastic in teaching this unit	 <p>n=3</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>SA</td><td>100</td></tr> <tr><td>A</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>SD</td><td>0</td></tr> <tr><td>UJ</td><td>0</td></tr> </table>	Response	Percentage	SA	100	A	0	D	0	SD	0	UJ	0	100
Response	Percentage													
SA	100													
A	0													
D	0													
SD	0													
UJ	0													
3. Is well organised	 <p>n=3</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>SA</td><td>67</td></tr> <tr><td>A</td><td>33</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>SD</td><td>0</td></tr> <tr><td>UJ</td><td>0</td></tr> </table>	Response	Percentage	SA	67	A	33	D	0	SD	0	UJ	0	100
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SA	67													
A	33													
D	0													
SD	0													
UJ	0													
4. Communicates clearly	 <p>n=3</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>SA</td><td>67</td></tr> <tr><td>A</td><td>33</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>SD</td><td>0</td></tr> <tr><td>UJ</td><td>0</td></tr> </table>	Response	Percentage	SA	67	A	33	D	0	SD	0	UJ	0	100
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D	0													
SD	0													
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5. Is approachable	 <p>n=3</p> <table border="1"> <tr><th>Rating</th><th>Percentage</th></tr> <tr><td>SA</td><td>100</td></tr> <tr><td>A</td><td>0</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>SD</td><td>0</td></tr> <tr><td>UJ</td><td>0</td></tr> </table>	Rating	Percentage	SA	100	A	0	D	0	SD	0	UJ	0	100
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A	0													
D	0													
SD	0													
UJ	0													
6. Provides useful feedback	 <p>n=3</p> <table border="1"> <tr><th>Rating</th><th>Percentage</th></tr> <tr><td>SA</td><td>67</td></tr> <tr><td>A</td><td>33</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>SD</td><td>0</td></tr> <tr><td>UJ</td><td>0</td></tr> </table>	Rating	Percentage	SA	67	A	33	D	0	SD	0	UJ	0	100
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D	0													
SD	0													
UJ	0													
7. Is an effective teacher	 <p>n=3</p> <table border="1"> <tr><th>Rating</th><th>Percentage</th></tr> <tr><td>SA</td><td>67</td></tr> <tr><td>A</td><td>33</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>SD</td><td>0</td></tr> <tr><td>UJ</td><td>0</td></tr> </table>	Rating	Percentage	SA	67	A	33	D	0	SD	0	UJ	0	100
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eVALUate qualitative items

Please comment on Delan Azabani's teaching strengths. (600 characters)

Running through the prelabs and helping us out was very useful.

Seems very calm and casual during labs, allowing himself to feel approachable and ready to help and give feedback.

Knows what he's talking about.

Please comment on how you think Delan Azabani might improve the teaching and learning in this unit. (600 characters)

Less time spent on the pre-labs. Maybe some of that time at the end of the lab to go through one of the questions and how to go about programming it, including snippets of code.

Possibly when people don't answer questions just picking someone to give it a go so they learn the concepts guaranteed.

He /may/ need to walk around and provide feedback to people as they are working, instead of them going to him when they feel snagged on a problem.